Director, Research & Institutional Effectiveness (Co-Chair)	Patty Quinones	X	Budget Committee Liaison	Rosa Royce	X
Assistant Dean, Accreditation and Planning (Co-Chair)	Lianne Greenlee	X	Instructional Services (appointed by VP Instruction)	Sylvia Ruano	
Faculty Outcomes Coordinator (Co-Chair)	Kelly Coreas	X	Academic Senate President or Designee	Tania Anders/Raul Madrid	X
Faculty Noncredit (appointed by AS)	Landry Chaplot	X	Director of Human Resources or Designee	Ryan Wilson	
Associate Vice President, Instruction	Meghan Chen	X	Faculty – Student Services (appointed by AS)	**Vacant**	
Classified (appointed by CSEA 262)	Yvette Garcia	X	Student Services (appointed by VPSS)	Lina Soto	
Faculty Credit (appointed by AS)	Tiffany Kuo	X	Classified (appointed by CSEA 651)	**Vacant**	
Faculty Accreditation Coordinator	Barbara Mezaki	X			
Student (appointed by Associated Students)	Sean Moon		Guest – Senior Research Analyst	Cathy Stute	
Information Technology (appointed by VP Admin Services)	Kate Morales		Guest – Senior Facilities Planner	Megan Moscol	X
PIE Liaison	Krupa Patel	X	Recorder	Wendi Alcazar	X

	AGENDA		
	Topic	**Time**	**Discussion/Outcome**
1.	**Welcome**	1:30	
2.	**Review of the Agenda**	1:33	• Reviewed.
3.	**Approval of the March 13th Minutes**	1:38	• Tiffany's name, desegregated, and institution-set standards need to be updated, Patty's name, #6, shows areas of growth from the peer team not what the bullet below it states. #6 Bullet 2 We must demonstrate evidence in the new standards. #7 this, not tis. Liane motions to approve the minutes with the changes noted above, Patty seconds the motion, and the motion is approved with three abstentions.
4.	**2024 ACCJC Annual Report**	1:45	• Discussion of Institution-Set Standards & Implications for Planning. • We receive the ACCJC Annual Report every year, which IEC reviews. • The expectation is that no institution will have data on it, and set standards of transfer as well. • The Excel spreadsheet is easier to work with. 20-21 we had a dip due to the pandemic. • Total unduplicated head count. 27,779 are taking DL courses, this is an unduplicated head count. • How many prefer 100% face-to-face or online? Do we look at that data? • Annual we look at parking data and we look at the DL count. • At another institution we saw that the more courses a student is enrolled in the fewer of them are online.

- For planning purposes this information for Mt. SAC students would be helpful.
- Perhaps we could investigate where resources should be used.
- We need to determine where resources should be spent, online versus on campus.
- This is exactly what we need to think about.
- This data is a jumping-off point, but not the complete picture.
- This data should drive our decision-making process.
- The data will not answer your questions, but it will give insight into the direction we need to move.
- The current graduation rate is 38%, it looks low, but they use a 150% completion rate to determine this.
- How do we compare to other institutions our size? We are close, probably around 1-2%. We can look this up though and bring that information back to the group.
- We revised the institution-set standards, and this is where we are.

11. Please provide a link to the exact page on your institution's website that displays its most recent listing of student achievement data:
https://www.mtsac.edu/research/ie-data.html

12. INSTITUTION SET STANDARDS: Course Completion

	2020-21	2021-22	2022-23
12a. ISS	71%	71%	71%
12b. Stretch Goal	78%	78%	78%
12c. Actual	69%	68%	70%

- The fact that we increased just after the pandemic is great.
- The stretch goal is the goal we hope to reach. It's the aspirational goal.
- Certificates:

13. INSTITUTION SET STANDARDS: Certificates

Type of institution-set standard for certificates:			Number of Certificates
	2020-21	2021-22	2022-23
13a. ISS	646	646	646
13b. Stretch Goal	866	866	866
13c. Actual	513	790	909

- We met our set standard and our stretch goal in this area for 2022-23.
- Is there something in Student Services that attributed to us reaching this goal?
- There is a lot of work that faculty have done to reach out to students.
- We need to use this to determine best practices.
- Navigate, identity programs, including others that have contributed to this increase.

- What are some of those auto awards for the certificates? We no longer require a form to be completed by the students.
- For a degree they still do, but not for certificates.
- We need to also look at trends and do a deeper dive into standards and student achievement.
- Associate degrees:

14. INSTITUTION SET STANDARDS: Associate degrees

Type of institution-set standard for associate degrees:			Number of degrees
	2020-21	2021-22	2022-23
14a. ISS	3223	3223	3223
14b. Stretch Goal	4316	4316	4316
14c. Actual	3997	3793	3489

- The lower number may be due to students waiting to graduate.
- This is Local versus ADT, and there was a similar shift between them.
- Transfer:

17. INSTITUTION SET STANDARDS: Transfer

Type of institution-set standard for transfers:			Number of transfers
	2020-21	2021-22	2022-23
17a. ISS	2014	2014	2014
17b. Stretch Goal	2918	2918	2918
17c. Actual	2466	2223	1968

- We may see an increase in 23-24.
- It's possible that the UCs were not accepting as many students due to the pandemic over-acceptance due to online courses.
- Licensure pass rates:

18. Examination pass rates for programs in which students are required to pass a licensure or other similar examination in order to work in their field of study:
Report only those programs for which a license or other similar examination is required before students can qualify for employment in their chosen field of study, and where there were at least 10 students who completed the program in the designated year.

Program	Exam Type	ISS	Stretch Goal	2020-21 pass rate (%)	2021-22 pass rate (%)	2022-23 pass rate (%)
Aviation Maintenance	National	93%	99%	96%	83%	100%
CNA	State	100%	100%	100%	100%	100%
Emergency Medical Technician	National	90%	100%	100%	89%	89%
Nursing	State	75%	100%	98%	99%	
Paramedic	State	90%	100%	92%	100%	93%
Psychiatric Technician	State	90%	100%	94%	89%	93%
Radiologic Technician	National	75%	100%	95%	81%	88%
Registered Vet Technician	National	72%	95%	91%	100%	97%
Respiratory Therapist	National	80%	100%	100%	100%	94%
Welding	Other	75%	85%	55%	50%	54%

					• Programs reported last year for their job placement rate:

Program	Institution set standard (%) Floor	Stretch (Aspirational) Goal %	2020-21 Job Placement Rate (%)	2021-22 Job Placement Rate (%)	2022-23 Job Placement Rate (%)
Accounting AS Degree	89%	94%	27%	8%	80%
Accounting Certificate	67%	83%	33%	0%	0%
Administration of Justice AA	96%	98%	29%	11%	69%
Administration of Justice AS	59%	84%	19%	10%	50%
Air Conditioning and Refrigeration AS Degree	100%	100%	29%	17%	50%
Air Condition & Refrig Cert	29%	90%	NA	28%	60%
Alcohol/Drug Counseling Cert	35%	95%	33%	NA in 2022 survey response	NA in 2023 survey response
Animation AS Degree	67%	78%	22%	30%	100%
Aviation Science	75%	88%	14%	8%	60%
Business Administration	77%	89%	15%	21%	60%
Business Management AS Degree	100%	100%	23%	45%	75%
Child Development AS Degree	75%	88%	25%	40%	40%
Commercial Flight	75%	88%	11%	26%	33%
Computer Network Administration and Security Management AS	100%	100%	22%	8%	100%
Computer Programming - AS	31%	85%	40%	15%	50%
Early Childhood Education	83%	92%	21%	17%	60%
Educ Paraprof (Instr Asst) AS Degree	88%	94%	35%	25%	67%
Electronics and Computer Engineering Technology AS	100%	100%	100%	0%	50%
Fire Technology AS	100%	100%	44%	12%	60%

- This data is very hard to get. Our response rate is very low. This influences our numbers, but it's the only data we have readily accessible to us.
- Can we work with the Foundation to get better data?
- Do we offer any incentives for completion of this survey? Probably not. We may be able to do our own if the state is not doing it.
- Can we reach out to program directors who keep data for their program(s)? Directors reach out personally to gather the data they need/use.
- Program directors who have their program accreditation would need to track this information.
- This data goes to ASC, and then it will go to PAC on the third.

5.

[Review of ACCJC 2024 Standards 1-3](#)

2:00

- One of our functions is to inform the campus community about institution-set standards and stretch goals.
- We regularly review desegregated surveys, outcomes, and PIE data. Where does this data need to go and what other groups need to have this data?
- For example, what is working with our certificates that we can use for degrees?
- We can then review this and then recommend strategic use of funds to fill in the gaps.
- How do we look at our documentation? This is part of the program review.
- The standards are research-based practices that lead students to completion.
- Small group/break out room discussion instruction/overview of work to be completed:
- Ensure we are aligned with our mission.
- We need minutes that speak to us accomplishing our mission.

			• Example - Resources: 1.2 speaks to the program's demonstrated progress. Some of the information needed is in Nuventive. • The Tri-Chairs will integrate all comments, evidence, minutes, and notes into one document for review and more feedback. This document will be sent out to the entire committee. • Once reviewed and approved by the committee, recommendations, evidence, minutes, documents, etc. will be sent to the PIE Committee for Program Review.
6.	**PIE Update** (Krupa)	2:40	• We have training scheduled through POD. • We are also doing department training. • We are receiving access requests. Resolving issues with the updated platform. • Some people have requested specific platform changes. Which we are working through. • The materials for the Unit and manager PIE have been updated on the PIE website.
7.	**Budget Committee Update** (Rosa)	2:50	• Reviewed the Budget Committee's Purpose and Function. • Reviewed the budget calendar. • Morris discussed the state budget, we will have a 38 billion shortfall, then Morris said it will be more like 58 billion, and now we are hearing that it may be about 70 billion. • We are doing well as a college. The issue is not here at Mt. SAC, it is at the state level. • Even though we are doing well it doesn't mean we will get paid. • We are changing the emergency need req, it is now the immediate emergency funding request.
Spring 2024 Meetings: April 10th, April 24th, May 8th, May 22nd.			